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This report contains an inventory of urban programs and courses offered by 11 institutions of higher education in the Washington area. Many of the programs focus on the education and cultural enrichment of the poor and provide basic education for inner-city children, and social, recreational and rehabilitation programs as well as higher education, vocational guidance and training for the urban poor. Other programs offer extended professional training for those who teach or serve poor people. The 3 Washington area medical schools have initiated several programs to provide health aid, counseling and other professional services to needy persons. Many law students counsel indigents and defend them in small claims cases, and are acting to alleviate immediate problems such as substandard housing, high rentals and absentee landlords. Beyond meeting the current crises, faculty members study or analyze urban problems, and teach urban-related courses in specific areas such as city planning, urban renewal, education, business and finance. The 11 institutions offer courses dealing with general urban problems, including poverty, race relations, and the political structure of the city. There have been a few projects to develop better coordination and direction for future efforts, and others to enlist more widespread student support. Student organizations at 6 campuses concentrate their efforts on tutorial, recreational and rehabilitation projects. (WM)

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Washington Area Universities and the Community:

URBAN PROGRAMS AND COURSES IN ELEVEN INSTITUTIONS OF HIGHER EDUCATION

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BUREAU OF SOCIAL SCIENCE RESEARCH, INC.

WASHINGTON, D. C.

Washington Area Universities and the Community:

URBAN PROGRAMS AND COURSES IN ELEVEN INSTITUTIONS OF HIGHER EDUCATION

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Introduction

During the past few years, the American people have become increasingly aware of the gravity of the urban crisis and of the urgency of its challenge. At the same time, many Americans have been taking a new look at the institutions of higher education and at their role in meeting this challenge. Partly because of the location of many of these institutions in or near urban areas and partly because of the concentration of brainpower they represent, the universities are under insistent pressure to assume additional responsibility in alleviating urban problems.

The inventory of urban courses and programs contained in this report was compiled by the Bureau of Social Science Research in order to consolidate information on current urban related activities of eleven institutions of higher education in the Washington area. The purpose of the report is to contribute to a better understanding of current university efforts. It is also hoped that this inventory may serve to assist institutions of higher education in planning and coordinating future programs.[1]

The inventory was compiled primarily through correspondence and telephone calls with members of the administration, faculty, and student body of Federal City College, The American University, The Catholic University of America, District of Columbia Teachers College, Dunbarton College of Holy Cross, Howard University, Gallaudet College, Georgetown University, The George Washington University, The University of Maryland,

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[1]Work on this report was supported in part by the Office of Education and the Federal City College.

and Trinity College. The project was under the direction of Helen S. Astin and was initiated by Charlotte Houck and Michele Harway.

In addition to sources within the institutions, three reference publications were consulted for background information and further data. The information about the characteristics of the institutions themselves was found primarily in the reference book, American Universitites and Colleges, 10th edition, edited by Otis A. Singletary with Jane P. Newman and published by the American Council on Education. The information about programs funded under Title I of the Higher Education Act of 1965 was obtained from the Consortium of Universities' list of 1968 projects.[2] Some of the courses which relate to urban affairs were listed in the booklet, Courses in Urban Affairs Offered by Washington Area Universities, Fall 1968, prepared by the Washington Center for Metropolitan Studies.

A copy of the original draft of this report was sent to members of the administration of each of the eleven institutions, all of whom kindly reviewed the draft and either indicated approval of it or made suggestions for additions or revisions. We wish to express our gratitude to each of the following representatives of the eleven universities for their cooperation and assistance: Ugene Wiegman, Dean of Community Education, Federal City College; Fritz P. Witti, Vice President for University Development, The American University; Leonard F. Cain, Dean of the College of Arts and Sciences, The Catholic University of America; Matthew J. Whitehead, Dean, District of Columbia Teachers College; Elizabeth Jewby, Director of Public Relations, Dunbarton College of Holy Cross; Merle J. Smith, Administrative Assistant to the Academic Vice President, Howard

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[2]Projects to begin as of July 1969 are now under consideration and are not yet listed.

University; Leonard M. Elstad, President, Gallaudet College; C. H. Walther, Assistant Vice President for Academic Affairs, The George Washington University; Walter V. Hohenstein, Assistant to the Vice President for Academic Affairs, The University of Maryland; and Dorothy Barker, Director of Public Relations, Trinity College.

PART I

DESCRIPTION OF INSTITUTIONS OF HIGHER EDUCATION INCLUDED IN INVENTORY

CHARACTERISTICS OF INSTITUTIONS OF HIGHER EDUCATION INCLUDED IN SURVEY
(Collected by the American Council on Education for Academic Year 1966-1967)[a]

University	Founded	Ownership	Total Value of Property	Total Revenues	Total Enrollment	Graduate Enrollment	Total Faculty	Special Characteristics
Federal City College	1966	Land Grant College	Temporary	$ 4,330,000	2,000	71	106	Many older students, largely Negro
The American University	1893	Private (Methodist affiliation)	$ 29,413,324	$21,104,588	13,609	2,306	570	-
The Catholic University	1887	Holy See	$ 32,019,751	$17,339,165	6,779	4,119	671	Largely for Catholics
D. C. Teachers College	1933 1933>1955	D. C.	$ 3,250,000	$ 2,160,000	1,505	-	84	No housing, in-service education & conversion programs
Dunbarton College of Holy Cross	1935-7	Private (Roman Catholic affiliation)	$ 4,046,000	$ 921,826	635	-	42	Largely Catholic, originally & primarily for women
Howard University	1867	Private, nonsectarian, federal support	$ 52,000,000	$26,601,324	8,698	2,503	865	Largely Negro
Gallaudet College	1856-64	Private, federal support	$ 15,000,000	$ 4,678,033	655	56	159	Only institution in the world of higher education for the deaf. Also prep school. Congress pays student expenses. President of U. S. signs diplomas. Research in acoustics & linguistics.
Georgetown University	1812	Private (Roman Catholic affiliation)	$ 65,000,000	$37,774,983	7,591	3,601	1,495	Largely for Catholics
The George Washington University	1821	Private, nonsectarian	$ 56,000,000	$38,594,710	12,730[b]	5,570	1,578	-
The University of Maryland	1807 1812>1920	State of Maryland	$155,804,118	$99,693,559	41,144	6,467	2,039	Located in College Park and Baltimore
Trinity College	1897	Roman Catholic, MAT program, nonsectarian	$ 11,000,000	$ 2,866,238	995[c]	57	119	For women

[a]Enrollment figures are for fall 1966.

[b]Includes 1,998 students categorized as unclassified.

[c]Includes 10 unclassified students.

A. Background Information

The eleven universities and colleges whose urban programs and courses will be described in Part II of this report vary considerably in age, size, wealth, and characteristics of faculty and students.

1. History

While some of the eleven universities have been formed quite recently, others date back, at least in part, to the early nineteenth century (see chart on facing page). In general, the oldest institutions are the large universities such as The University of Maryland, Georgetown University, The George Washington University, and Howard University. Two large institutions, The American University and The Catholic University of America, as well as one small institution, Trinity College, were founded in the late nineteenth century. The most recently established institutions have an enrollment of 2,000 or less. These institutions are: Federal City College, Dunbarton College and District of Columbia Teachers College. Gallaudet College is a special case as it was established especially as an institution of higher education for the deaf--the only institution of its kind in the world. It was established in 1856.

2. Facilities and Location

The ability or the desire of people on campus to participate in urban programs may be influenced in part by the facilities of the institution and its location. Some of the institutions which have more to offer in terms of wealth, potential student volunteers, and buildings for housing programs are located on the periphery of the inner-city and poor

sections. These institutions include The University of Maryland, The George Washington University, The American University and Georgetown University. The location of The University of Maryland (College Park and Baltimore) is definitely a deterrent to participation in urban programs in the District of Columbia. In a telephone conversation, one student representative spoke of the need for funds to charter buses or to find other means to transport Maryland students into inner-city areas. Howard University is the only institution with revenues of over $10,000,000 which happens to be located in a rather poor area of the inner-city (see chart facing page 6).

3. Special Characteristics

The special characteristics of each institution may also influence the role it assumes in alleviating urban problems. Those institutions such as Howard University and Federal City College which have a large Negro enrollment, might be expected to be more aware of the problems and more concerned about actively combating them than would institutions with a largely middle class white enrollment. On the other hand, four-year colleges with a predominance of women undergraduates, such as Dunbarton College, might be expected to generate fewer such programs.

The kinds of programs also depend largely on the nature of the institution and its facilities. Institutions with facilities and expertise in specific areas such as Gallaudet (for the deaf) and D. C. Teachers College (for training teachers) might be expected to concentrate their efforts in their own specific fields of interest. On the other hand, institutions which do not offer an MAT program or do not have medical, business, or law schools generally do not have facilities or professional expertise to guide programs in these fields.

B. Statements of Purpose

The administration of an institution of higher education is likely to be in the position of having some influence on the extent of its urban involvement. Consequently all of the eleven institutions were asked for a statement made by any member of the administration regarding goals of the institution in alleviating urban problems. The following quotations from official publications give an indication of the role that some of the institutions may assume in the future.

Trinity College:

> We are living in an urban society, and no city of today is free from problems resulting from racial ghettoes, poverty conditions, racial discrimination. Fleeing from these problems is not the answer. Each of us as individuals, and Trinity as an urban institution must accept some responsibility for addressing these problems in honesty, with all the knowledge and competence at our disposal.

Sister Margaret, President, TRINITY NEWS, November 1968.

Howard University:

> As the nation's largest predominantly Negro university, Howard quite naturally has devoted most of its effort to problems from which the Negro suffers most--housing, employment, education, chronic illness, family disruption and the like. The Howard-based projects go well beyond social welfare needs, however. . . .

"Howard University and Its New Role in the Community" (Reprinted from Howard University Magazine, January 1965, page 3).

Federal City College:

> These programs . . . represent FCC's initial attempt to join with the community in a coordinated effort to meet urban needs through the use of college and community resources. FCC is dedicated to the development of programs that are relevant to the city.

FOCUS on the Federal City College, Vol. 2, No. 3, December 1968, page 2.

Georgetown University:

Today no university ends at its campus gate. Georgetown is aware of its responsibilities as a 'corporate citizen' and takes an active part in the community around it. The university will continue and, where possible, expand its area of active service to the community through all of its schools, the Hospital, and the personal participation of members of the administration, faculty, and student body in community and civic activities.

Georgetown University: Its Impact on the Nation's Capital, page 3.

The George Washington University:

G. W. must [commit] itself on a long-range basis to the improvement of life and living in urban America. . . .

By establishing new, broad-faced structures for participation, we hope to encourage the development of a true university community which can communicate its concern within the university and then beyond; by cooperating with other universities and by using our talent and resources where most appropriate, we hope to make a real contribution toward ameliorating the urban problems of our time.

Lloyd H. Elliott, Annual Report of the President, The George Washington University, Washington, D. C., October 1968.

The American University:

We do not understand the crushing problems of this city; we do little to learn about them and we do less to help to alleviate them.

Our students should know Cardozo, Adams-Morgan, and Valley Green as well as Spring Valley, Chevy Chase, and McLean, and not by accident but by design.

George Williams, Inaugural Address, October 16, 1968.

PART II

UNIVERSITY ACTIVITY IN URBAN AFFAIRS

A. Education and Enrichment

A large proportion of the urban programs emanating from the D. C. area universities have been designed, not surprisingly, for the education and cultural enrichment of the poor. The programs include: (1) those designed to teach inner-city children the basic skills; (2) those designed for recreation and rehabilitation (often in conjunction with tutorials); and (3) those designed to provide higher education, vocational guidance, and training for urban poor and for those who serve urban poor.

1. Basic Education for Inner-City Children

Whereas some students are engaged in field work for credit as part of a university course, most of the students are working with campus organized volunteer tutorial projects.

a. Course work outside the classroom in basic education.--The few university courses with field work in teaching children are offered by education departments, primarily as part of the Master of Arts in Teaching (MAT) program. Some of this field work is being conducted by students at the following schools:

1. Trinity College--MAT program. Thirteen seniors tutor in predominantly black schools in D. C.

2. The George Washington University--Secondary Education. Students tutor in Shaw area as part of practice teaching.

3. The George Washington University--MAT. Nine interns in Cardozo area.

4. The George Washington University--Special Education. Trainees work with educable retarded children in D. C. public schools.

5. The American University--Education Department. Inner City Teaching Problems, tutorial and seminars.

6. The Catholic University of America--Education 206, Tutorial Internship; Disadvantaged children.

7. The University of Maryland--College of Education, Seminars; Workshop for Teachers of Disadvantaged Youth includes field work.

8. Howard University--Department of Education. Graduate course in Community Development, some private tutorial and field work. The entire education program is geared towards teaching in urban schools.

b. Programs in basic education.--The volunteer teaching projects are primarily under the jurisdiction of student organizations within the universities. It should be noted that several campus organizations offer more than one tutorial project. At George Washington University there is SERVE, at Trinity College there is the Service Council, at Georgetown University there is GUCAP (Georgetown University Community Action Program),[3] at the University of Maryland there is PACE, and at the American University there is SAC (Social Action Council). Until two years ago, Howard University had two active organizations which enlisted student volunteers on several projects, but, as far as we have been able to ascertain, after the faculty advisor left, both organizations ceased to exist. The on-going projects about which we have received information are as follows:

1. Georgetown Law School. Shaw Junior High School Teaching Project.

2. The George Washington University--SERVE. D. C. Jail Education Project. Work with inmates (twenty-five tutors and twenty-five tutees).

3. The George Washington University. Grant After School Project (twelve tutors and twelve tutees).

4. The George Washington University. Teachers' Assistant Project. Twenty-five tutors; some teaching entire classes.

5. The George Washington University--Partly under the auspices of SERVE. First Congregational Church Tutoring Project (seven tutors).

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[3]For a detailed case history of GUCAP see Appendix.

6. The George Washington University. Junior Village Tutoring Project (twelve tutors, twelve tutees).

7. The George Washington University. Francis Junior High School After School Project (twelve tutors, twelve tutees).

8. The George Washington University. Tutoring in southeast apartments.

9. The Catholic University of America. Tutoring at St. Anthony's Grade School.

10. Trinity College--Service Council. St. Martin's and St. Anthony's Grade Schools; tutoring.

11. Trinity College. Service Council sends teachers' aides to Immaculate Conception Grade School.

12. Trinity College--Service Council. Weekly remedial reading program for 47 Junior Village boys.

13. Trinity College. Service Council tutors retarded children at Kennedy Institution.

14. Trinity College. Service Council tutors unwed mothers.

15. Georgetown University--GUCAP. Capper Development. Work in the Capper Public Housing Project in S. E. Washington on a one-to-one basis initially, then expanding to broader areas of development.

16. Georgetown University--GUCAP. Friendship House. One-to-one tutoring in S. E., especially in the Capper area. An orientation and follow-through program sponsored by Friendship House Community Center involving the tutors, tutees and parents is offered.

17. Georgetown University--GUCAP. St. Thomas. In-the-home tutoring in the N. W. area. Tutors are assisted by VISTA workers assigned to this project.

18. Howard University--Omega Psi Phi Fraternity. Tutorial program. University facilities made available. Students in cooperation with Friends of Juvenile Court tutor youths who have gone through Juvenile Court.

19. The George Washington University. Project SCOPE (School Community Operating in Partnership and Education). Thirty students and two professors from Special Education worked with elementary school children.

20. Federal City College. Early Childhood Learning Center. For preschoolers and for training of workers in this field.

21. Federal City College. Children's Media Room. Tape recordings, T.V. and stories as preparation for reading.

22. Federal City College. Washington headquarters for Head Start.

23. The University of Maryland--PACE. Freshmen class volunteers tutor fourth graders at Taylor Elementary School.

24. The University of Maryland. NOW Program. Tutoring at Sandy Springs, J. F. Cooke, Cloverly and Maury Elementary Schools. Also tutoring at Garner Patterson Junior High.

25. The University of Maryland. Lincoln Heights Tutorial Project. One-hundred and thirty student volunteers and 200 tutees.

26. The American University--SAC. Newman Association Project, tutoring.

27. The American University--SAC. SOS (Shepherds of the Street) Project, tutoring.

28. The American University--SAC. Academic tutoring (150 volunteers).

29. The American University. Sociology Club Tutoring Program.

30. The Catholic University of America. Limited tutorial program in N. E.

31. Trinity College--Service Council. Provides tutors for Junior Village.

32. Trinity College--Service Council. Summer Middle School. Some scholarships to inner-city children to participate in educational and recreational programs which are supervised by MAT candidates and teachers.

33. Howard University--Student Organization of the School of Social Work. Tutoring children in LeDroit area.

34. The University of Maryland. Teacher Education Center in conjunction with Neighbors Inc. Working with children and teachers in Kalorama Triangle area.

35. The University of Maryland--College of Education. Head Start units work with preschool children.

36. The George Washington University--SERVE. Tutoring in southeast apartments.

37. District of Columbia Teachers College. Services for the disadvantaged.

38. Trinity College. MAT students do volunteer tutoring with elementary school children.

39. Dunbarton College. Three or four students tutor four foster children with a family in the FLOC (For Love of Children) Program once a week.

40. The American University--Radio. D. C. School Radio Project. Programs produced for the D. C. School System's Language Arts Program. In-school use and broadcasting. Students participate. Designed to bridge inner-city language barrier and stimulate student expression.

2. Social, Cultural, Recreational and Rehabilitation Programs for Inner-City Poor.

The task of developing social, cultural, and rehabilitation programs for inner-city poor has been taken up in most part by the student body.

Formal course work in social service is primarily associated with programs in social work. At both the Howard University School of Social Work and the Catholic University of America, student social workers are assigned case-work with families as part of their training program. The University of Maryland School of Social Work in Baltimore also has case-work, but it is not conducted in the Washington area.

Howard University has recently initiated a new Community Service Program which appears to be unique for the Washington area. This program offers credit to students for participation in community service with civic groups, religious organizations, voluntary social service agencies, child care centers, and antipoverty programs. Students are required to take mid-term and final examinations and to complete other general assignments. The program is under the auspices of the Social Sciences Department and the Center for Community Studies.

Many of the social, cultural, recreational, and rehabilitation programs for inner-city poor are coordinated by the same student organizations which initiated many of the tutorial programs: Service Council, SAC,

GUCAP, PACE, SERVE. Student groups offer parties, arts and crafts, games, sports, drama, music and give grooming suggestions to a wide variety of people including boy scouts, retarded children, delinquent boys, teenage girls, drug addicts, unwed mothers, mental patients, and children attending nearby grade schools. The following is a listing of some of these projects:

1. Trinity College--Service Council. Working with delinquent boys at D. C. receiving home and with drug addicts at D. C. Mental Health Center.

2. Georgetown University--GUCAP. Social programs for alcoholic rehabilitation and group social functions at Half-way House for mental patients.

3. Georgetown University. College Orientation Program. Social activities as well as teaching.

4. Howard University--Alpha Kappa Alpha Sorority. Programs in conjunction with Banneker Jr. High. Little Charm School. Subteens and teens coached on grooming etc. Christmas program.

5. Howard University--Alpha Phi Omega, National Service Fraternity. Scouting, also work with Wesley Foundation.

6. Trinity College. "Play Day." One hundred children, games and sports.

7. Trinity College--Service Council. St. Martin's Grade School, recreational program.

8. The Catholic University of America. St. Anthony's Grade School, program in arts and crafts.

9. Trinity College--Service Council. St. Anthony's Grade School. Program in arts and crafts.

10. The George Washington University. Black Students Union organized "Black Arts and Entertainment Festival."

11. The George Washington University. "Workshop for Careers in the Arts," a "cultural enrichment program" involving arts and crafts, drama, and dance. Organized by Black Students Union (90 youths) at no cost to students.

12. The George Washington University. Occasional parties organized for Grant School and D. C. Village.

13. The George Washington University--SERVE. Disturbed Children's Ward in D. C. General. Recreational programs.

14. Howard University. Neighborhood Consumer Information Center. Consumer information on purchasing goods and services.

15. Federal City College. Consumer education courses.

16. Federal City College. Athletic program for young men.

17. The University of Maryland--PACE. Armory Project. Student volunteers in cultural enrichment in arts and crafts, drama, music, sports.

18. The University of Maryland--PACE. NOW program. Work with unwed mothers (Iona Whipper and Neighborhood Health Aid Projects).

19. The University of Maryland--PACE. Work with children at Junior Village.

20. The University of Maryland--PACE. Work with retarded children and delinquent teenagers at Laurel Children's Center.

21. The University of Maryland--PACE. Volunteers for Mental Health. Two hundred volunteers work in homes for delinquents, institutions for the retarded, and at St. Elizabeths Hospital for the mentally ill.

22. The American University--Social Action Council. Friendship House Project. Recreational jaunts sponsored by junior class.

23. The American University--Social Action Council. Newman Association Project. Drama, arts and crafts, girls sports, field trips. Affiliated with St. Martin's Roman Catholic Church.

24. The American University--Social Action Council. Recreational project with children at Logan Elementary School by members of Sigma Theta Epsilon National Service Fraternity.

25. Gallaudet College. Students visit St. Elizabeth's to provide social contacts for deaf patients.

26. Gallaudet College. Offers facilities to Boy Scouts and playing fields to city during summer.

27. Gallaudet College. Modern Dance Group demonstrates in church and community.

28. Howard University. Upward Bound Project. High school students have social and recreational programs on campus as part of summer workshop.

29. Trinity College--Service Council. Upward Bound Project. Similar to that at Howard.

30. The George Washington University--Alpha Phi Omega Fraternity. Runs and finances Boy Scout troop for physically handicapped children.

31. The George Washington University--Alpha Phi Omega Fraternity. Children from a community house taken on tours of Washington.

32. Georgetown University. Nursing students distribute Christmas gifts annually to children at Morganza Elementary School.

33. Georgetown University. Nursing students care for children on "the boat ride for the handicapped."

34. The American University--Washington College of Law. Offender Rehabilitation Project. Help indigent offenders in returning to society.

35. Dunbarton College. Twenty students work with D. C. Youth Service Council on Mental Retardation at the District Training School, Laurel, Maryland.

36. Dunbarton College. Four students doing various jobs at Columbia Women's Hospital.

37. Dunbarton College. Four students spend Saturday mornings with young children from St. Peters parish.

38. Dunbarton College. Junior class project. Students teaching dancing and singing at N. E. Center.

3. Higher Education, Vocational Guidance and Training for Inner-City Poor

It is in this area of concern that university administrations are concentrating much of their efforts in urban service. Most of the higher education, vocational guidance and training programs are supported by university funds and grants from a variety of sources.

There are basically two kinds of programs: (a) those which offer direct training of inner-city poor, and (b) those which provide extended professional training for the people who are presently teaching or serving the inner-city poor.

a. Direct education, training, and guidance.--Some of the efforts of universities to give direct education or vocational guidance to inner-city youths and adults are listed below:

1. The George Washington University. Twenty-six D. C. Negroes admitted to G. W. with inner-city scholarships provided by Key Club of Walt Whitman High School, the Marriott Corporation, and G. W. grants-in-aid and tuition waver programs. Volunteer faculty sponsors and advisors are attached to each student. Special assistance given from Reading Center, Psychological Clinic and Speech Clinic.

2. The George Washington University. A $52,000 grant from the Department of Labor finances the training of 200 inner-city nurses' aides at GWU Hospital during the next year. Those who satisfactorily complete the program will be employed in the hospital on a full-time basis. (Part of Washington's Concentrated Employment Program.)

3. The George Washington University. Summer Employment Program for D. C. disadvantaged youth in G. W. School of Medicine (with grant from HEW) employment and training (medical aides etc.).

4. Georgetown University--GUCAP. High School Equivalency Program. Tutor adults who are working for a high school diploma in order to improve job opportunities.

5. Georgetown University--GUCAP. Western High School. In-school tutoring in regular and advanced college preparatory courses such as sciences, math, English.

6. Georgetown University--GUCAP. Garnett-Patterson. Tutor adults in small groups in a public education Grammar School Equivalency Program.

7. Georgetown University--GUCAP. Mackin High School. Tutor students for college board exams. Emphasis mainly on math and English.

8. Georgetown University--GUCAP. Gordon Junior High School. Expanded program will include not only tutoring but also in-class presentation, cultural and athletic programs.

9. Trinity College--Service Council. Upward Bound. Young high school potential drop-outs with ability live on campus during summer, take remedial and enrichment courses, and work on development of reading skills with new machines. Saturday meetings with faculty for close guidance. Some get scholarships to colleges.

10. Howard University. Upward Bound Project. Summer program similar to that at Trinity. Math, English, and college orientation.

11. The George Washington University. Summer program in conjunction with CACHE proposal. Nonfunded program to prepare 20 high school students for college or technical institutes.

12. The George Washington University. CLEO (Council on Legal Education Opportunity) formed by various law schools to assist minority students in getting into law school. The George Washington University lowers admission requirements to accept some of these students. Plans for Martin Luther King Scholarships for minority groups.

13. The George Washington University. "Washington at Work" Project in cooperation with Evening Star. Photos on jobs open to District high school graduates are displayed in District high schools.

14. The George Washington University. Project Cabel. Credit to three master's candidates to assist adults who have less than eighth grade education. Funded by Office of Education.

15. The George Washington University. Negro student volunteers help recruitment around the country, including D. C.

16. The George Washington University. Two hundred women from D. C. annually attend New Horizons for Women. Six scholarships.

17. The George Washington University--School of Public and International Affairs. Program for USIA to prepare twenty applicants from minority communities for careers in USIA foreign service. Funded by Ford Foundation.

18. The George Washington University. Provides instruction at reduced rates for students at D. C. School of Nursing.

19. Georgetown University. In cooperation with D. C. Public School System College Orientation Program, students and faculty hold classes geared to "sleepers," preparing them for college.

20. Georgetown University. Summer College Orientation Program. Scholarship program for inner-city students in response to Poor Peoples Campaign. Money donated by faculty members and also Jesuit Community.

21. Howard University. Small Business Guidance and Development Center. To help expand employment.

22. Howard University. Foreign Affairs Scholars Program. Designed to prepare Negroes and Spanish-speaking Americans for careers in foreign affairs through internship and graduate study.

23. Federal City College. Adult Education Program in Mt. Vernon Square area.

24. Federal City College. English taught as a second language.

25. Federal City College. Project WIN (Work Incentive) adult basic education.

26. The Catholic University of America--BOSACUA (Black Organization of Students at The Catholic University of America). Student organized project to help inner-city students come to the university.

27. The Catholic University of America. High School Equivalency Program. Joint program by students and administrators. Students tutor.

28. Georgetown University--Title I. Teaching English to non-English speaking students in D. C. area.

29. The George Washington University. Tuition Remission Program. Thirty to thirty-five inner-city students participate. OEO grant and university funds.

30. The George Washington University. In cooperation with Federal City College, accepts students from the Federal City College Application Roll at low tuition to study engineering.

31. Trinity College. MAT students are interns in D. C. secondary schools.

32. Trinity College. MAT students do volunteer tutoring in secondary and adult education.

33. Trinity College. Disadvantaged students admitted to the Freshman Class since 1965. First program of its kind in D. C. area. Original grant from Carnegie Foundation. Additional funds from college, private grants, and U. S. government loans. Students are also assisted in finding on or off campus employment.

34. Dunbarton College. One to one tutoring for five freshmen accepted at Dunbarton from the inner-city.

35. Dunbarton College. Four students tutor at Alice Deal Junior High School.

36. Project OPEN. Major project to help inner-city youths obtain college education. Cooperative effort of members of all area institutions of higher education and other citizens to encourage, counsel, and inform inner-city high school students and to help them find aid to get into college. Volunteers from faculty and administration work out of office at 14th and Park N. W. Liaison officer will keep in contact with inner-city groups and organizations. Funded by Office of Education.

b. Training programs for people who are presently teaching or serving inner-city poor.--Some of the higher education programs for inner-city teachers, service aides, and other professionals or semiprofessionals are listed below:

1. Howard University. Program in Continuing Medical Education. Continuing education for neighborhood physicians. Grant from HEW.

2. Howard University. CAUSE (Counselor Advisors University Summer Education). Training and planning for jobs as youth advisors.

3. Howard University. Institute for Child Study. Work with community recreation workers and other social workers.

4. The George Washington University. Summer Institute to improve math teaching to disadvantaged students, followed up by a school year In-Service Institute for same teachers. Grant from NSF. Forty teachers participate yearly.

5. The George Washington University. NDEA Summer Institute. Modern English study program for thirty-five D. C. public school teachers.

6. The George Washington University--WISE. Funded by USOE and other grants to improve quality of education in D. C. schools; provide better materials and techniques.

7. Georgetown University. MS program for inner-city teachers. Minimal charges and relaxed standards.

8. Trinity College. MAT programs for training inner-city high school teachers.

9. Trinity College. In conjunction with Washington Opportunities for Women, train mature women with college degrees who want to get into teaching in inner-city schools. Six credits, no tuition.

10. Federal City College. Early Childhood Learning Center. Train workers in early childhood learning.

11. The American University. Seminar in Remedial Reading Techniques.

12. The George Washington University--School of Education. Vocational Guidance Institute. Three week workshop for D. C. high school counselors.

13. The George Washington University. Graduate students in course on Program Planning in Adult Education help train supervisors for work with disadvantaged adults (and are working to recruit volunteer teachers for D. C. Adult Basic Education Program).

14. The George Washington University. MAT program for teachers from inner-city. Originally had Ford Foundation grant, now financed solely by tuition grants from the George Washington University.

15. Trinity College. MAT program in language arts for experienced elementary school teachers.

16. Howard University. Project "Training Local Youth as Mental Health Aides."

17. The George Washington University. Department of Health Care Administration. Training administrators to oversee expanding health care facilities growing out of Medicare and Medicaid.

18. Gallaudet College. Facilities to teach sign language to people who work with deaf adults.

Below are additional training programs financed under Title I:

19. The George Washington University. Training Institutes for Volunteer Tutors and Tutor Coordinators in Metropolitan Washington: Phase III. Developing large model tutoring program serving an area of the inner-city. Tutorial for children but main function to train tutors.

20. Georgetown University. Institute for Urban Service Aides. Broad education to improve performance of service aides who are unable or unqualified to enroll in regular college courses.

B. Professional Services

Professional groups and agencies within some universities are also working to alleviate the immediate crises which emerge in the lives of individual inner-city dwellers. Largely, their efforts involve medical and legal services and counsel. None of these programs have been funded under Title I.

1. Health Aid and Counsel for Inner-City Poor

The three medical schools in the Washington area have initiated several programs designed to offer professional service to the urban poor. As part of these programs faculty and students are engaged in clinical work as well as in encouraging and guiding patients. There are few student organized urban programs in the field of medicine, possibly because of the medical student's busy schedule. The student role is also limited by their nonprofessional status.

1. Howard University. In cooperation with Group Health Association, setting up comprehensive Health Center to serve 20,000 poor people in Cardozo area.

2. Howard University. Community Services Program. Medical screening, education and consultation.

3. Howard University--Department of Neurology. Clinics serve Howard area.

4. Howard University--Obstetrics and Gynecology. Clinic for cervical cancer detection in Howard area.

5. Howard University. Dentistry School has recently set up Department of Community Dentistry to be in direct contact with the community. One program, CIAP (Chronic Ill and Aged Program): Students go to home of chronically ill and treat them.

6. Howard University. Dental Auxiliary Utilization Clinic. In-clinic treatment of high school equivalency students from The Catholic University of America.

7. The George Washington University. Medical School recently formed a Department of Community Health and plans training program.

8. Georgetown Medical School. Offers one course involving field work, Problems in Community Medicine. Sophomore medical students work in homes and assess community facilities.

9. Georgetown University--GUCAP. Volunteers aid psychiatrists at St. Elizabeth's.

10. Georgetown University. Medical Advocate Program. Unable to gain official sanction, established student program with faculty advisor. Work to guide, encourage, direct (not treat) patients, make clinic services more personal and efficient, and teach students about social problems.

11. Federal City College. Planning pilot program to select and train local residents to help low income families achieve better health through nutrition education.

12. The Catholic University of America--Masters in Social Service. Mental health work.

13. Georgetown University. School of Dentistry. Dental clinics open to everyone, treating 6,000 new patients yearly.

14. Georgetown University--School of Nursing. Juniors serve in psychiatric ward at the Veterans Administration Hospital, give twelve hours a week to maternity patients at Columbia Hospital for Women, and practice pediatrics at Children's Hospital and Children's Convalescent Home.

15. Georgetown University--School of Nursing. Seniors serve with public health agencies, at the Rehabilitation Center in Glendale, Maryland, and at the Regents Nursing Home in Forestville, Maryland.

16. Georgetown University--Hospital. Outpatient clinics for indigents.

17. Georgetown University. Physicians, nurses, and social workers from Georgetown care for advanced cancer patients at home at no charge.

18. Georgetown University. Screening for kidney diseases in Head Start children.

19. Georgetown University. Joint project of School of Medicine and D. C. Public Health Department to counsel emotionally disturbed teenagers and their parents.

2. Legal Aid and Counsel for Inner-City Poor

Law students are engaged in programs to counsel and, in some cases, to defend the inner-city dweller. In addition, several law schools have legal internship programs. Some of the major problems confronting the inner-city dweller daily are substandard housing, high rental and absentee landlords. Many law students are concerned with these problems and are acting to alleviate them. There is also at least one housing assistance program that is not affiliated with a law school. Some of the current projects are as follows:

1. Georgetown University--Law School. Prettyman Fellowship Legal Intern Project. Students work with lawyers aiding indigents in civil actions.

2. Georgetown University--Law School. Twenty-five lawyers from VISTA getting Master of Law.

3. The George Washington University--Law School. Neighborhood Legal Service Intern Project, similar to intern project at Georgetown.

4. The George Washington University. Ninety-two thousand dollar grant from Office of Economic Opportunity for graduate program in poverty and law with field work in slums. Includes twenty-five VISTA volunteer lawyers.

5. The George Washington University--Law School. Legal Aid Bureau. Several projects including MAN (Meaningful Assistance to the Neighborhood). Students give advice on housing; assist lawyers if cases are brought to court.

6. The George Washington University--Law School. Juvenile Court Project. Students advise defendants of legal rights.

7. Federal City College. Has a six week course on the use of arbitration and mediation techniques in resolving community disputes.

8. The Catholic University of America--Law School. Student Legal Services. Students defend indigents.

9. The Catholic University of America--Law School. St. Elizabeth's Project. Grant pending. Interview criminally insane. Handle personal affairs--for example, make social security trusts, check on confinement itself.

10. The Catholic University of America--Law School. Neighborhood Legal Services Project. In conjunction with School of Social Work.

11. The Catholic University of America--Law School. Criminal Assistance Program. Volunteer on-call basis, attorney requests student assistance.

12. Howard University. Neighborhood Housing Assistance Corporation. Helps residents on housing problems.

13. Howard University--Law School. Neighborhood Consumer Information Center. Corporation shareholders from Law School. Shaw, Cardozo, and Howard University area.

14. Howard University--Law School. Branch of Neighborhood Legal Services. Students donate services.

15. Howard University--Law School. Police Observation Team. Students ride in police cars and study police action.

16. The American University. Police Observation Program. Similar to that at Howard University.

17. Howard University--Law School. Students served as poll watchers with Justice Department, Civil Rights Commission, Lawyers Guild.

18. Howard University--Law School. Testing observance of open housing legislation in suburbs.

19. Georgetown University--Law School. Legal Aid Society. Student and volunteer organizations assist U. S. Attorney's Office in representing indigent clients in civil and criminal matters and in running Community Action Center in Southeast Washington. Also working with Senator Tydings' staff on legal service program resulting from consumer protection legislation.

20. Georgetown University. Institute of Criminal Law and Procedure. Pretrial clinic dealing with persons whose competence to stand trial is in question. Offender rehabilitation project helping to find community rehabilitation resources.

21. The American University--Washington College of Law. Legal Aid Services.[4] Legal Aid Agency Program. Participants conduct criminal investigations, aid in trial preparation, and draft legal documents.

22. The American University--Washington College of Law. Legal Aid Services. Juvenile Court Program. Students interview juveniles, inform juveniles of their rights, conduct investigations, and aid the court, sometimes disposing of pending cases.

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[4]The Legal Aid Services Program of the American University's Washington College of Law was chosen as the "most outstanding student bar project in the United States" by a panel of attorneys for the Law Student Division of the American Bar Association.

23. The American University--Washington College of Law. Legal Aid Services. Inmate Correspondence and Referral Program. Students and faculty advisor answer legal questions posed by inmates.

24. The American University--Washington College of Law. Legal Aid Services. Junior Bar Section Program. Students work with designated attorneys on specific cases.

25. The American University--Washington College of Law. Legal Aid Services. Trial Practice Courts. Metropolitan Police Department recruits participate to learn about trial procedures, evidentiary techniques, and cross-examination.

26. The American University--Washington College of Law. Legal Aid Services. Veterans Administration Practice Program. Students represent claimants before administrative board of Veterans Administration. Examination for participation.

27. The American University--Washington College of Law. Legal Aid Services. Neighborhood Legal Services Program. Students assigned to aid specific attorneys in trial preparation.

28. The five law schools have strived to gain permission for third year law students to defend indigents in small claims cases (approved October 14, 1968).

C. Research, Development, and Exploration

The programs discussed in the previous sections were created in order to deal with immediate problems of the inner-city. University efforts, however, can and sometimes do go beyond the meeting of present crises. Much of the brain-power directed by members of the university to urban affairs has been concentrated on research, evaluation, and planning for the future. It is in this area that faculty members are most active, although many students are also involved. It is also noteworthy that most of the programs funded under Title I are in research, development, and exploration.

1. Education of Inner-City Poor

Courses and programs which discuss and analyze the education of inner-city poor are shown below.

a. Courses on education of inner-city poor.--These courses are offered by the Department of Education of several area universities.

1. The American University--Education Department. Inner-City Teaching Problems.

2. The Catholic University of America. Planning, Designing, Financing, and Organizing Schools for Urban Situations.

3. The George Washington University. Nature and Needs IV: the Culturally Disadvantaged. Environmental factors within our society which influence children's capabilities to achieve school and life success. Study of early deprivation, home and neighborhood values and expectancies, and self-concept development.

4. The George Washington University. Teaching Disadvantaged Children. Selection and utilization of effective teaching methods and materials for compensatory and remedial education of disadvantaged children.

5. The George Washington University. Mental Health of Culturally Deprived and Emotionally Disturbed Children. Mental health problems affecting the culturally deprived child's vocational, educational, and emotional needs; teacher-child relationships; language differences in socioeconomic environments.

6. Howard University. Problems in Urban Education. Consideration of needs, problems, and solutions for providing education in urban communities.

7. District of Columbia Teachers College. Seminar on Contemporary Issues in Education.

8. District of Columbia Teachers College. The Community School.

9. Trinity College--Education Department. Introduction to teaching in the Urban Elementary School. Lectures, seminar discussions address the major problems of teaching big city poor children. Guest lecturers.

10. Trinity College--Department of Education. Foundations: Educational Policy. Presents theories and ideas which man has developed to explain reality and to educate children in an urban setting.

11. Trinity College--Education. Foundations: Impact of the City on Man. Working knowledge of city through field trips. Lectures and films on inner-city child, his problems, values, community relations, city institutions, and curriculum needs.

12. Trinity College--Education. Curriculum and Methods of Teaching Language Arts in Elementary Grades. Development of relevant teaching materials and techniques. Trying out materials and techniques in inner-city schools.

13. Trinity College--Education. Curriculum and Methods of Teaching English. Development of individual materials. Trying out materials and techniques in inner-city schools.

14. Trinity College--Education. Curriculum and Methods of Teaching American History. Development of individualized materials drawing on source documents and specially designed cases. Trying out materials and techniques in inner-city schools.

15. Trinity College--Education. Field Study. Provides the opportunity to test and demonstrate projects designed to meet special needs of inner-city children.

b. Programs in education of inner-city poor.--As far as we know, there are only three research programs in urban education outside of the

academic curriculum. These three programs are all from the George Washington University. They are listed below:

1. The George Washington University. Social Research Group program to determine if improvements made by first-graders who have had special assistance will hold up when they return to their own neighborhood.

2. The George Washington University. Project TOBI (Test of Basic Information). Special Education's research on improving education for preschool disadvantaged.

3. The George Washington University. WISE. Research to improve quality of education in D. C. schools.

2. City Planning and Urban Renewal

Much of the research, discussion, and planning conducted by universities in the area of urban affairs is concerned with redesigning or renovating the physical structure of the city. Some of these studies also consider the human problems involved.

a. Courses in city planning and urban renewal.--Courses related to this field of study are offered by a variety of departments including Architecture, Business Administration, Economics, Geography, Government, Planning, and Transportation. It is also probable, although it is not indicated in the brochures, that some courses in Sociology deal with the human problems involved in urban renewal. The courses which are specifically described as including urban planning studies are listed below:

1. The Catholic University of America. Urban Design Studio I. Design of urban environments.

2. The Catholic University of America. Urban Design Studio III. Design of urban environments.

3. The Catholic University of America. Urban Landscape and Environment. Landscape design and techniques in urban situations.

4. Howard University. Graduate program of city and regional planning.

5. Howard University. City Planning.

6. Howard University. Planning Process.

7. The University of Maryland. Urban Land Management. Covers managerial and decision-making aspects of urban land and property. Included are such subjects as land use and valuation matters.

8. Howard University. Economics of Housing and Urban Renewal. Introduction to housing policies. Inventory, market demand and supply factors, requirements, growth. Residential patterns reflecting ethnic and economic stratification.

9. Howard University. Economics of Housing and Urban Renewal II.

10. The Catholic University of America. Principles of Urban Geography.

11. The George Washington University. City Region. Town-country interrelationships, functional character and spatial structure of the urban sphere of influence.

12. The University of Maryland. Urban Geography. Origins of cities, followed by a study of elements of site and location with reference to cities. The patterns and functions of some major world cities will be analyzed. Theories of land use differentiation within cities will be appraised.

13. The American University. Urban Planning. Selective special emphases in the politics and technical problems of urban planning. Comprehensive land planning, social and economic planning, transportation, renewal, rehabilitation and housing, open spaces, recreation, civic design, capital budgeting, zoning and other means of regulation and execution of plans. Special emphasis on political and intergovernmental context of planning and development functions and decisions. Field research. Case studies.

14. Howard University. Housing Management. Scope, process, and principles of management in public housing and privately owned residential properties; role of the Federal government in housing development; monetary influences in private and public real estate markets; functions of housing management.

15. The George Washington University. City Region. Town-country interrelationships, functional character and spatial structure of the urban sphere of influence.

16. The George Washington University. Thesis Research. (Offers degree in regional and urban planning.)

17. The George Washington University. Thesis Seminar. Examination of thesis standards, research philosophy, and methodology.

18. The George Washington University. Advanced Planning Problems. Examination of the anatomy of the region, analysis of findings, formulation of proposals, and presentation of the material to faculty and cooperating groups.

19. The George Washington University. Seminar: Urban Housing. Consideration of housing problems growing out of increasing urban population. Social, economic, and design aspects of today's housing; foreign and domestic housing programs and policies.

20. The George Washington University. Fundamentals of Urban Design. Principles of urban design and arrangement, traffic flow, use of space to achieve urban efficiency with maximum visual amenity.

21. The George Washington University. Introductory Planning Problems. Planning design laboratory; introductory exercises employing the analytic and substantive knowledge imparted in related courses. Examination of the anatomy of neighborhoods and communities, analysis of findings, formulation of proposals.

22. The Catholic University of America. Transportation for City and Regional Planners.

23. The George Washington University. Principles of Transportation. Impact of intercity transportation systems on society. Emphasis on modal differences in development, economic characteristics, and regulation.

24. The George Washington University. Urban Transportation. Problems of developing balanced transportation systems for urban areas--area needs, modal evaluation, cost effectiveness, finance, and marketing.

25. The University of Maryland. Advanced Transportation Problems. A critical examination of current government transportation policy and proposed solutions. Urban and intercity managerial transport problems are also considered.

26. The University of Maryland. Urban Transport and Urban Development. An analysis of the role of urban transportation in present and future urban development. The interaction of transport pricing and service, urban planning, institutional restraints, and public land uses, is studied.

27. Federal City College. Development and Change in the City.

28. Federal City College. Community Development. Field work in the community.

29. Trinity College--Sociology Department. Urban Sociology. Urban planning and redevelopment.

b. Programs.--Most of the programs or projects in city planning and urban renewal appear to be relatively formal programs under the supervision of professionals within the university. They are as follows:

1. The George Washington University. Great Cities Improvement Program. Financed by Research Council. Among projects is one to find new approaches to school remodeling and construction in urban areas.

2. Howard University--School of Engineering and Architecture. Research on city planning.

3. Howard University--School of Social Work. Community Development Project for LeDroit area.

4. Howard University--Title I. Employees of the Housing Division of the Department of Licenses and Inspections study housing and community development.

5. Federal City College. Training Institute for Shaw Model Inner-City Community Organization.

6. Federal City College. Orientation seminar for members of Model Cities Commission and Ward Councils.

7. Federal City College. Works with D. C. government to help implement Model Cities and Safe Streets legislation.

8. The American University--Radio. Social Values in Transition. Deals with philosophical, humanitarian aspects of urban planning and problems.

9. The American University--Radio. Housing in Washington. Produced with the Washington Planning and Housing Association.

10. The American University--School of Business Administration. Faculty study to develop a market information system for Fairfax County to help in the development of more rational land use.

11. The American University--School of Business Administration. Real Estate and Land Planning Program research project for National Park Service to identify consumer wants in small urban parks. Oriented towards community participation in the process of decision making for design and development.

12. The American University--School of Business Administration. Real Estate and Land Planning Program. Projects funded by the State Technical Services Program, U. S. Department of Commerce and administered through the Consortium of Universities. Rehabilitation workshops and series of construction technology workshops in conjunction with the Home Builders Association of Metropolitan Washington, National

Association of Home Builders, and MICCO. Designed to contribute to a lowering of housing costs through technology transfer.

13. The American University--Homer Hoyt Institute. Project financed by HUD with cooperation from the Bureau of the Census to develop a uniform building permit.

14. The American University--School of Business Administration. Graduate internship arrangement with the Urban Land Institute and the Department of Housing and Urban Development.

3. Professional Services

The law schools and their student legal groups are engaged in more of this kind of research than are the medical schools.

a. Medicine.--There are few medical courses or programs which consist strictly of urban research and planning.

Howard University, however, offers medical students two courses in urban problems. These are:

1. Social Factors in Mental Illness.

2. Family Life and Family Living.

Georgetown University faculty members also serve as consultants in health and are committee members in agencies of the U. S. government.

b. Law.--Some of the ongoing courses and projects in the field of urban law are as follows:

1. The George Washington University. Urban Law Institute. Students will consider such problems as police and the community, and problems of the consumer.

2. The George Washington University. Law courses with VISTA volunteers.

3. Georgetown University--Law Center. Institute for Criminal Law conducts research related to urban problems.

4. Howard University--Law School. Courses in Urban Problems.

5. Howard University--Law School. Civil Rights Planning.

6. Howard University--Law School. Creditors Rights. Oriented to problems of small business in the inner-city. Related to Neighborhood Consumer Information Center.

7. Howard University. May 1st Law Day Planned. Students give lectures on law in public schools.

8. The George Washington University--Law School. Students discuss relation of law to problems of the city with student groups in high schools.

9. The George Washington University--Law School. Annual urban conferences.

10. Georgetown University--GUCAP. SASH. Research on land record to aid legal fight against slumlords.

11. Dunbarton College. Criminology and Delinquency course.

12. Dunbarton College. Sociology of Deviance course.

13. Georgetown University--The Institute of Law, Human Rights, and Social Values. Study of human rights, family planning, and population control.

14. The American University--Washington College of Law. Legal Aid Services. Film Project. Voluntary attendance at showings of films relating to varied legal subjects.

15. The American University--Radio. Listen to their Voices. Conversations with juvenile offenders and those who deal with this urban problem.

16. The American University--Radio. The D. C. Bar Association Forum. Talks with practitioners in the area. Seeks to explain local legal problems.

One Title I project in this area:

17. The George Washington University. 1968 Conference on Urban Affairs: Legal Problems for Inner-City Consumers.

4. Research and Development in Business and Finance

The problems of small business and finance in urban areas are discussed in courses offered by the following universities:

1. Georgetown University--GUCAP. FOCI. Research for the development of a student-financed nonprofit corporation to aid black entrepreneurs in D. C.

2. The George Washington University. Seminars for owners of small businesses, supported by the Small Business Administration and directed by the School of Government and Business Administration.

3. The Catholic University of America. Regional Economics.

4. Georgetown University. Introduction to Urban Economics.

5. The University of Maryland. Introduction to Regional and Urban Economics.

6. The University of Maryland. Advanced Regional and Urban Economics. First semester. Location theory and the spatial distributions of economic activity. The application to problems of natural resource management, environmental quality, and regional and interregional development of such analytic methods as input-output techniques, social accounting systems, and industrial complex analysis.

7. The University of Maryland. Seminar in Regional and Urban Economics. Second semester. Selected topics and techniques in regional and urban economic analysis, including models for economic projections, urban growth, and regional development.

8. The American University. Urban Economics. Project combining library and field research.

9. District of Columbia Teachers College. Consumer Community Economics.

10. The American University. Planning study for the Consortium of Universities through the Homer Hoyt Institute. Study recommended programs in technology transfer to small businesses in the printing, restaurant, and dry cleaning industries.

11. The American University. Through Homer Hoyt Institute. Survey of Negro entrepreneurship in D. C. under contract with the Small Business Administration. Concerning under-representation of minority entrepreneurs in D. C. businesses.

5. General Urban Problems

Many of the courses and projects cover a wide range of urban problems or deal with the general question, "What should be done about it?" These courses and projects are listed below, along with those dealing with politics and administration of urban programs.

a. Courses on general urban problems.--All of the eleven institutions offer some courses dealing with urban problems. Those courses which directly relate to education, to housing and urban renewal, or to business and finance have been listed in previous sections. A large number of courses offered by a variety of institutions and a variety of departments are designed to educate the student in urban life and organization. Some of the courses deal with the political structure of the city, while others cover numerous aspects of city life including race relations and poverty.

1. The Catholic University of America--Architecture. The urban Society. Multidisciplinary lecture series in urban problems and challenges.

2. Howard University--Architecture. History of Urban Development.

3. Howard University--Architecture. Social and Economic Structures of the community.

4. The American University--Government. Government and the Metropolis. Growth of cities and metropolitan area. Emergence of the urban environment as a focus for public policy. Implications of metropolitan development and functions for the organization of government and politics in the United States. Impact of the metropolis on governmental programs.

5. The American University--Government. Metropolitan Political System.

6. The American University--Government. Government, Economics, and the Social Order.

7. The American University--Government. Problems in Economic and Social Policy.

8. The American University--Government. Senior Research Seminar: Urban Affairs

9. The American University--Government. Perspectives in Government and Politics: The Black Revolution.

10. The American University--Government. Graduate Internships in National, State, and Local Government, or in a Research Organization.

11. The American University--Sociology. Sociology of the Afro-American.

12. The American University--Sociology. Race Relations.

13. The American University--Sociology. Contemporary Communities.

14. The American University--College of Continuing Education. Graduate Certificate in Urban Affairs.

15. The American University--History. The Afro-American in U. S. History.

16. The American University--History. Social History of the U. S. II: The City.

17. The American University--Department of Economics. Introduction to Economics. Students spend a weekend with the Franklin P. Nash Methodist Church and listen to speakers representing all points of view. Visits to facilities available to the people of the inner-city and interviews. Compare with Spring Valley. Aim: to make students experience poverty rather than just read about it.

18. The American University. The Urban Polity. The theory of local government. Comparative urban political systems. The relation of the total political system to the physical, social, economic, and administrative organization of cities, metropolitan areas, regions, and the megalopolis. Will require thorough familiarization with the literature of urban politics, urban administration, and urban development.

19. The American University. Metropolitan Analysis. An interdisciplinary course in the application of the approaches and methodologies of social science in the planning and analysis of urban affairs. Advanced reading in all disciplines. Creation of an interdisciplinary research design. The course is a search for the theory of the metropolis.

20. The American University. Urban Politics. Selected special emphases in various aspects of the politics of urban and metropolitan pluralism: Community and intercommunity power systems; politics of core and suburb; politics of urban functions; political decision making, organization, participation, communication, leadership in the urban environment. Individual and team research.

21. The American University. Urban Administration. Selected special emphases in the general and specialized functions of administrators in local, regional, state, and national public agencies dealing with urban affairs. The political, intergovernmental, fiscal, and developmental aspects of urban administration. Field research and case studies.

22. The American University. M.A. Research Seminars; General Seminars; Doctoral Dissertation Seminar.

23. The Catholic University of America. Metropolitan Government.

24. The George Washington University. Urban Dynamics; Administration in Metropolitan Area Governments I.

25. The George Washington University. Local Government Law. Decision-making processes in metropolitan and local communities; types and objectives of city, county, and special function local government units; intergovernmental units; intergovernmental relations; original organization and changes; local lawmaking; community planning and development.

26. Georgetown University. Metropolitan Government.

27. Howard University. Municipal Government and Administration. The general problems of city government in Europe and the United States.

28. The University of Maryland. Metropolitan Administration.

29. The University of Maryland. Seminar in Urban Administration.

30. Trinity College. Urban Politics. An examination of urban government and its place in the American political system. Attention will be focused on major policy problems facing the city and the metropolitan area.

31. The Catholic University of America. The Church in the Metropolis.

32. Howard University. Principles and Program of Community Action. The origin and evolution of the community, of elementary social case work, of social welfare agencies, and of the opportunity for church and minister in a program of community improvement.

33. Howard University. The Church in the Urban Community. A study of the processes of urban life as these affect the institutional life of the American churches.

34. The Catholic University of America. Social Welfare Policies and Services. Urban problems with the focus on implications for social welfare policies and services.

35. The Catholic University of America. Community Organization for Social Welfare. Study of professional guidance of social improvement effort. Emphasis on structure and characteristics of communities, community involvement, relationships and utilization of techniques available to the professional.

36. Howard University. Community Organization I. An introductory course required of all students. The nature of community problems as they relate to city planning, economic services, social services, tension and conflict is reviewed.

37. Howard University. Community Organization II. A more intensive study and analysis of the community, its social welfare agencies, resources, and needs. Community development and technical assistance, and overseas programs are examined.

38. Howard University. Community Organization III. A study of concepts and practice principles applied to the broad fields of health and welfare planning, federated financing, and urban and rural community development.

39. Howard University. Community Organization IV. The analysis and application of theory and knowledge in community organization work to community forces and trends affecting policy issues and policy formulation.

40. The Catholic University of America. Community Organization I, II, III, and IV.

41. The Catholic University of America. Poverty in the Urban Ghetto.

42. Howard University--The Center for Community Studies and the Social Sciences Department. Community Service Program. Study of community service through participation. (See page 15.)

43. Howard University. Urban Sociology. The urban community, its patterns and institutions; supervised projects in urban research materials and techniques.

44. The University of Maryland. The City.

45. The University of Maryland. Sociology of Race Relations.

46. The University of Maryland. Survey of Urban Theory.

47. The American University. WASP (Washington Area Study Project). Students live in inner-city during weekends and holidays to study problems.

48. Dunbarton College. Introductory Sociology.

49. Dunbarton College. The American Community.

50. Gallaudet College. The Urban Crisis.

51. Gallaudet College. Problems of Social Change.

52. Gallaudet College. Social Problems.

53. Gallaudet College. Independent Study. Research into minority problems.

54. Federal City College. The City--Group Conflict.

55. Federal City College. Urban Social Institutions.

56. Federal City College. Urban Problems.

57. District of Columbia Teachers College. Life in Society.

58. District of Columbia Teachers College. Problems of Urban Community.

59. District of Columbia Teachers College. Intergroup Relations Institute.

60. Trinity College--History Department. History of the American Negro.

61. Trinity College--History Department. The City in American History.

62. Trinity College--Sociology Department. American Social Problems.

63. Trinity College--Sociology Department. Racial and Cultural Minority Groups.

64. Trinity College--Sociology Department. Urban Sociology. Study of urban social relationships.

65. Trinity College--Sociology Department. Seminar on Urban Problems.

b. Programs dealing with general urban problems.--These programs include Title I funded projects, short-term and long-term projects, and occasional conferences which have been set up to examine general urban problems.

1. Georgetown University--Title I. Education for MICCO (Model Inner-City Community Organization). Analysis of problems, development of techniques. Information source.

2. The American University--Title I. Washington Executives Conference. Educational forums for political leaders to analyze issues and ideas.

3. District of Columbia Teachers College--Title I. Group Relations Workshops. Summer workshops to improve human relationships within government and between government officials and the community.

4. Howard University--Title I. Seminar on Urban Problems for Members of the D. C. Board of Realtors. Three-day seminar for realtors using adult learning techniques and confrontation with tenants and community representatives. Consultants from D. C. government, the Black United Front, and ghetto residents.

5. The American University--Title I. Voices of Poverty Radio Program. To examine use of radio in facilitating communication between black and white. Focus on variety of urban problems.

6. The George Washington University. Program of policy studies in science and technology with emphasis on urban problems.

7. The George Washington University. Conferences and workshops bringing together experts.

8. The George Washington University. Ford grant for research and seminars on government manpower and antipoverty programs to advise federal government.

9. The George Washington University. The emergence of Washington as a National Capital. Interdisciplinary study of Washington area in conjunction with Smithsonian.

10. Georgetown University--GUCAP. CREDO. Supports various antipoverty programs. Research on needs and resources.

11. The American University. Urban Causes Project. A continuing project in conjunction with Washington Center for Metropolitan Studies.

12. The American University. School of Business Administration. Real Estate Program uses computerized urban systems simulation "game" as teaching device. Students assume various roles in the community to "solve" urban problems.

13. The American University. Institute on Inner-City. "Weekends" for suburban school teachers. Visits to inner-city government agencies, participation in and evaluation of programs.

14. Trinity College--Twenty students involved in field work; eight with public welfare agencies; eleven with a federal agency studying minority institutions and the community.

15. The American University--Radio. Community Breakfasts. Cross-sections of the community reacting to local problems, such as efforts to integrate ex-convicts into the Washington community.

16. The American University--Radio. Presents programs from Yale University, Northwestern University, and The University of Chicago dealing with urban problems.

17. The American University--Radio. From the Center. An intellectual appraisal of trends in the American social system and their effect on today's society.

18. The American University--Radio. Kaleidoscope. People from the city at large talk about what they are doing. Regular participation by inner-city people and those trying to do something about their problems.

19. The American University--Radio. Other urban affairs programs such as "Is the Big City Dying," a recording of Washington Mayors' Conference, and "Crime in the Streets," an urban conference.

6. Looking to the Future

This time of transition for universities is also a time of self-evaluation. Members of the university community are beginning to take stock of what has been done and to look ahead to a more effective future role. There are two main areas of need for self-evaluation: first is a need for organization and the second is a need to enlist further support for programs.

Clearly the number of urban related courses and programs in these eleven institutions is not small. Some of the administrators who reviewed the draft of this report expressed their surprise and pleasure at the extent of involvement of the university in the community. Nevertheless, it is probable that those who take part in these programs or who register in these courses are already interested in or concerned about the problems of the inner-city. In the article, "The Georgetown Answer: Enlightened Paternalism," Fred Perella discusses the apathy of the majority of the students as a challenge the university faces in increasing its urban role. A few projects have been undertaken to develop better coordination and direction for future efforts. Other projects have been undertaken to directly combat apathy and to reach a larger number of students. These forward looking projects are listed below.

1. The George Washington University. Orientation Week tour of "The Other Washington."

2. The George Washington University. Students participate in regional and national conferences on "how students can relate to urban problems."

3. Howard University--Black American Law Student Association. Tries to encourage law students to serve the community and to practice in inner-city areas.

4. The American University--Department of Sociology. Course on The White Man's Problem. Students discuss white racism with suburban whites and high school students.

5. Georgetown University--GUCAP. Two programs, CREDO and Research and Education, to combat apathy on campus.

6. The Catholic University of America. Conference on Urban Affairs. Faculty from several departments planning for service projects.

7. The American University--Title I. Urban Careers Project. In cooperation with the University of Virginia. To encourage college students to pursue community service careers, field-study seminars are available to interns, some for credit and some not for credit.

8. The American University--Washington College of Law. Legal Aid Services. Publicity program to develop and maintain student interest in Legal Aid Services.

9. Trinity College. First All College Day. Day of joint student/faculty reflection, lecture, and discussion on urban problems. Subcommittees discussed research.

10. Howard University. Community Organization I. An introductory course required of all students. The nature of community problems as they relate to city planning, economic services, social services, tension and conflict is reviewed.

11. The George Washington University. Program of Policy Studies. Research to develop inventory of The George Washington University's involvement and capability in urban and minority group problems. Cooperative effort of administration and faculty.

12. The George Washington University. Ad Hoc Committee of University Senate studies possible sources of funding for urban programs and discusses university's role.

13. The American University--Radio. The Multiversity Today. Broadcasts on the university and the community. Various viewpoints.

D. Summary

* Student organizations have been set up at six of the eleven campuses to serve the urban community. These organizations have concentrated their efforts in tutorial, recreational, and rehabilitational projects which require interest and commitment rather than professional expertise.

* Higher education, vocational guidance and training projects have been set up by university administrations as well as student organizations. Projects such as OPEN and Upward Bound are major administration efforts to bring higher education to the inner-city poor. Some of the universities provide scholarships for inner-city applicants.

* Projects have been set up by the administration of some institutions to further the education of those who serve the poor.

* Professional service projects emanate from institutions with professional faculties. There are more law schools than medical schools in the D. C. area, and there are also more legal aid projects. In these programs, the student role has generally been limited to assisting professionals or to giving advice. After considerable effort, however, the law schools have been able to gain the right for students to defend indigents as well as to advise them, and such projects are bound to increase.

* As would be expected, the faculty is engaged in the majority of the projects to study or analyze urban problems. Faculty members are also teaching a large number of courses which deal with urban problems.

* There are not a great many courses and programs which discuss or analyze education for the urban poor, probably because there are not many departments of education. However, Trinity, George Washington, and D. C. Teacher's College have urban-oriented courses and George Washington has some programs in education research.

* Courses are being offered by a variety of departments on problems of housing and urban renewal in the inner-city. There are some research programs in this field under the supervision of professionals within the university.

* There is more study and research on legal problems of the inner-city than on the medical problems.

* A few courses deal with the problems of small business and finance in urban areas.

* The largest number of the urban-oriented courses deal with the political structure of the city or with a variety of urban problems including poverty and race relations. These courses are offered by a variety of departments. There are also some programs to study or combat these more general urban problems.

* Some effort is being made for self-evaluation. There have been a few projects to examine what is being done and to consider what should be done in the future. There have also been a few projects designed to reach beyond the already committed student and to enlist more widespread student support in the future.

APPENDIX

Case History of a Campus Organization for Urban Programs: GUCAP

The following case history was obtained by Michele Harway in a telephone interview with Michael Beaudoin, faculty advisor to GUCAP.

History of GUCAP

GUCAP (the Georgetown University Community Action Program) was founded in 1964 as a joint effort between the faculty and the students of Georgetown University. It was designed initially as a clearinghouse for tutoring and community services (such as mental health projects) under the direction of the Jesuit Fathers.

Funding

Originally GUCAP was treated essentially as any other student organization receiving a modest budget from the university's Student Activities Fund. Gifts were occasionally received, although no attempt was made to solicit them. Today, one of the nonprofit student projects of GUCAP is attempting to obtain funds from the Government. Although most of the other projects still receive support from the Student Activities Fund. the nature of the project essentially determines where it will get its financial assistance.

Participation

Two-hundred and fifty students participate in GUCAP programs. About 25 faculty members are also involved. Traditionally faculty participation has been limited largely because most of the programs were designed for tutoring children.

Organization

The organization of GUCAP includes a faculty director who oversees the entire operation, a student project leader for each project who acts as a liaison officer between the university and the community agency, and an Executive Board of Directors. The Executive Board of Directors is composed of students who appraise and review new projects and decide on strategies and policies.

Project Planning

Projects originate in two ways:

1. Sponsoring agencies seek student volunteers: various community agencies sponsor programs and solicit student participation for work under the supervision of professionals.

2. Students initiate their own projects.

Problems Encountered

GUCAP has encountered four major problems in its years of service. One of the problems was lack of real involvement on the part of some of the participating students. After reorganization, some of the less useful programs were cut and the student membership was lowered from 700 to the present level of 250.

Another problem has been student disenchantment, especially on the part of idealistic students who become discouraged by the long administrative procedures required in setting up the programs and by the limitations of programs such as once-a-week tutorials.

A third problem is apathy in the student population at Georgetown. Student apathy makes recruitment somewhat difficult, and it is debilitating for those involved in the programs.

Finally, GUCAP has encountered some difficulty in recruiting faculty members. Many faculty members are already involved in their own private community projects. Furthermore faculty participation has been low because of the tutorial nature of the majority of the programs.

Goals

In the past year, the leadership of GUCAP has somewhat changed the orientation from the original community service approach. There is now a greater emphasis on academic reform, with prime goal of the program to bring about a more community-oriented curriculum at Georgetown. Urban Affairs and Black Studies curricula are being suggested for addition. The overall aim is "to have an institutionalized response to urban problems."